



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Dance High School – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-101	Identify and apply healthy and safe dance practices (e.g., alignment, strength, endurance, proper nutrition, warming up the body, somatic practices).	<p>This can be performance-based as well as multiple choice.</p> <p>Items should be limited to asking about alignment, warming up the body, and general health routines for dancers.</p> <p>Omit specific items about proper nutrition, strength (covered in PO S1C1-105), endurance (covered in PO S1C1-105), and somatic practices.</p>	<p>DOK 1 Identify healthy and safe dance practices.</p> <p>DOK 2 Apply healthy and safe dance practices</p>
S1C1-102	Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.	This is a performance-based assessment.	<p>DOK 2 Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.</p>
S1C1-103	Identify and demonstrate the elements of dynamic alignment through basic movement patterns.	<p>This can be performance-based as well as multiple choice.</p> <p>Items should assess knowledge of the elements of proper dynamic alignment.</p> <p><i>(This standard is about identifying/demonstrating dynamic alignment. It is not about assessing basic movement patterns. Items should not assess the idea of basic movement patterns.)</i></p>	<p>DOK 1 Define dynamic alignment.</p> <p>Identify elements of proper dynamic alignment.</p> <p>DOK 2 Apply the elements of dynamic alignment.</p> <p>Demonstrate the elements of dynamic alignment through basic movement patterns.</p>
S1C1-104	Identify and demonstrate basic fundamental movement patterns including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral.	<p>This can be performance-based as well as multiple choice.</p> <p>Items should assess knowledge of the fundamental movement patterns listed in the standard. Items can include graphics. For example, an item might show a picture of a dancer in two positions and ask students to identify which movement pattern is illustrated by the picture. Or students</p>	<p>DOK 1 Define the basic fundamental movement patterns.</p> <p>Identify the basic fundamental movement</p>

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		could be asked to identify on a picture any of the following: distal, core, head, and tail.	patterns. DOK 2 Demonstrate the basic fundamental movement patterns.
S1C1-105	Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.	<p>This can be performance-based as well as multiple choice.</p> <p>Items should assess knowledge of the basic body skills (balance, strength, flexibility, coordination, endurance, and agility).</p> <ul style="list-style-type: none"> • Give an example of a basic body skill and ask students to identify which movement would enhance/improve that skill. • Describe a movement/exercise and ask students to identify which basic body skill is used/improved by doing that movement/exercise. 	<p>DOK 1 Define basic body skills.</p> <p>Identify basic body skills.</p> <p>DOK 2 Apply the basic body skills.</p> <p>Demonstrate basic body skills.</p>
S1C2-101	Identify and perform basic axial/non-locomotor movements (e.g., bending, twisting, reaching turning).	<p>This can be performance-based as well as multiple choice.</p> <ul style="list-style-type: none"> • Define axial/non-locomotor movement. • Identify axial/non-locomotor movements. <p>Be sure to always use the term “axial/non-locomotor.”</p> <p>(More examples of axial/non-locomotor movements may be found in the AZ Dance Standards Glossary.)</p>	<p>DOK 1 Define axial/non-locomotor skills.</p> <p>Identify axial/non-locomotor skills.</p> <p>DOK 2 Apply axial/non locomotor skills.</p>
S1C2-102	Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).	<p>This can be performance-based as well as multiple choice.</p> <ul style="list-style-type: none"> • Define locomotor movement. • Define the movements listed in the standard. • Identify the locomotor movements listed in the standard. 	<p>DOK 1 Define locomotor skills.</p> <p>Identify locomotor skills.</p> <p>DOK 2 Apply locomotor skills.</p>

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S1C2-103	Perform basic movement combinations that utilize both axial and locomotor movements.	Performance-based assessment only	DOK 2 Utilize both axial and locomotor movements in basic movement combinations.
S1C2-104	Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.	<p>This can be performance-based as well as multiple choice.</p> <ul style="list-style-type: none"> Define the terms listed in the standard. (Do not use more than one term in any one distracter.) Identify which part of the body initiates a particular type of movement. Identify which movement is best for transitioning, connecting, etc. in a certain way. 	<p>DOK 1 Define breath support, initiation of movement, connectivity, and transition of movement.</p> <p>Identify breath support, initiation of movement, connectivity, and transition of movement.</p> <p>DOK 2 Apply the use of breath support, initiation of movement, connectivity, and transition of movement.</p>
S1C3-101	Demonstrate moving to a steady beat in different tempos.	Performance-based assessment only	DOK 2 Demonstrate moving to a steady beat in different tempos.
S1C3-102	Demonstrate the ability to organize beats into groups and move in time with the beats (e.g., duple and triple time).	Performance-based assessment only	<p>DOK 2 Demonstrate the ability to organize beats into groups and move in time with the beats (e.g., duple and triple time).</p> <p>DOK 3 Analyze how the beats of a musical selection are organized.</p>

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S1C3-103	Demonstrate moving in relation to and coordination with changes in rhythms and meters.	Performance-based assessment only	DOK 2 Demonstrate moving in relation to and coordination with changes in rhythms and meters.
S1C3-104	Identify and demonstrate movement in different directions (forward, back side).	<p>This can be performance-based as well as multiple choice.</p> <p>Direction is not about which way you are facing (stage directions), but about the direction of movement or the direction in which you are traveling.</p> <p>Items may ask about the direction(s) of a movement or movements.</p> <p>Items may ask which movement is performed in a certain direction.</p>	<p>DOK 1 Identify different directions of movement.</p> <p>DOK 2 Apply different directions of movement.</p> <p>Demonstrate different directions in movement.</p>
S1C3-105	Identify and demonstrate shapes at low, middle and high level.	<p>This can be performance-based as well as multiple choice.</p> <p>(Note: Teachers should be sure to illustrate the difference between size and level during instruction.)</p> <p>Use movements, not just shapes. Avoid use of both in answer choices.</p> <ul style="list-style-type: none"> Which element changed from picture one to picture two? Correct answer: level. Which movement is performed at a low/middle/high level? 	<p>DOK 1 Identify shapes at low, middle, and high levels.</p> <p>DOK 2 Apply shapes at low, middle, and high levels.</p> <p>Demonstrate shapes at low, middle, and high levels.</p>
S1C3-106	Demonstrate and create a variety of solo shapes exploring the possibility of symmetrical, asymmetrical, twisted, curved, angular, flat, etc.	<p>This can be performance-based as well as multiple choice.</p> <ul style="list-style-type: none"> What type of shape does this image represent? Which image is symmetrical? (Curved? Angled?, etc.) Define symmetrical/asymmetrical. What is the difference between symmetrical and asymmetrical? Which movement is symmetrical? Which movement is asymmetrical? 	<p>DOK 1 Distinguish between symmetrical and asymmetrical.</p> <p>DOK 2 Demonstrate a variety of solo shapes. Create a variety of solo shapes.</p>

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S1C3-107	Explore the possibilities of size and range in relation to shape and movement.	Do not test <i>Justification: This is a classroom activity rather than a legitimate standard necessary for testing; it is a sub skill that does not really need testing.</i>	
S1C3-108	Discuss and identify various points of focus (e.g., inner/outer, near/far, single/multi).	This can be performance-based as well as multiple choice. <ul style="list-style-type: none"> Which point of focus does the image represent? What is the definition of ____ focus? (inner/outer, near/far, and single/multi) What is the dancer's point of focus? How does the dancer's point of focus change? 	DOK 1 Define various points of focus. Identify various points of focus.
S1C3-109	Use appropriate terminology to identify and demonstrate the 6 qualities of movement (e.g., swing, suspend, sustained, percussive, collapse, vibratory).	This can be performance-based as well as multiple choice. <ul style="list-style-type: none"> Identify the six qualities of movement (swing, suspend, sustained, percussive, collapse, and vibratory). Identify the movement quality represented by a particular movement. Define the six qualities of movement. 	DOK 1 Define the 6 qualities of movement. Identify the 6 qualities of movement. DOK 2 Apply the 6 qualities of movement. Demonstrate the 6 qualities of movement. DOK 3 Analyze how a specific movement utilizes a movement quality.
S1C3-110	Use appropriate terminology to identify and demonstrate the Laban effort principles (e.g., bound/free, sudden/sustained, direct/indirect, strong/light).	This can be performance-based as well as multiple choice. <ul style="list-style-type: none"> What is effort? Identify the Laban Effort Principles (bound/free, sudden/sustained, direct/indirect, and strong/light). What does ____ effort mean? (flow effort, time effort, 	DOK 1 Define the Laban Effort Principles. Identify the Laban Effort Principles.

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		<p>space effort, weight effort)</p> <ul style="list-style-type: none"> What is the opposite of free flow? Identify the Laban effort principle used in a particular movement. <p>(Note: The AZ Dance Standards Glossary provides more information about the effort principles. The principles can be referred to in two ways: as they are listed in the standard and as singular terms such as flow effort, weight effort, etc.)</p>	<p>DOK 2</p> <p>Apply the Laban Effort Principles.</p> <p>Demonstrate the Laban Effort Principles.</p> <p>Differentiate opposites within the Laban Effort Principles (bound vs. flow).</p>
S1C4-101	Identify and apply improvisational strategies (e.g., leading/following, shadowing/mirroring, verbal cues, emotional response).	<p>This can be performance-based as well as multiple choice.</p> <ul style="list-style-type: none"> Define improvisation. Define the role of improvisation. Identify improvisational strategies. Define the difference between structured and non-structured improvisation. 	<p>DOK 1</p> <p>Define specific improvisational strategies.</p> <p>Identify specific improvisational strategies.</p> <p>DOK 2</p> <p>Apply improvisational strategies.</p>
S1C4-102	Discuss and explore how the elements of dance can be used to communicate meaning.	Performance-based assessment only	<p>DOK 2</p> <p>Demonstrate how the elements of dance can be used to communicate meaning.</p>
S1C4-103	Discuss and explore ideas and themes used to create dances (e.g., literal/abstract, emotions, stories, social themes, nature, text).	<p>This can be performance-based as well as multiple choice.</p> <p>Define abstract, literal, non-literal, and theme only.</p> <p>Include items about non-literal dance ideas.</p> <p>Items may ask about movements that are literal/non-literal.</p> <p>Items may ask about social themes of dance.</p>	<p>DOK 1</p> <p>Define abstract, literal, non-literal, and theme.</p> <p>Identify abstract, literal, non-literal and thematic dances.</p> <p>DOK 2</p> <p>Create abstract, literal, non-literal and thematic dance movement.</p>

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S1C4-104	Identify the choreographic process used to create dances.	<p>This can be performance-based as well as multiple choice.</p> <p>Limit items to assessing knowledge of these parts of the choreographic process:</p> <ul style="list-style-type: none"> • Choose a source of inspiration • Complete improvisations based on that inspiration • Set movement • Refine movement using choreographic strategies (devices, principles, and forms) 	<p>DOK 1 Identify the parts of the choreographic process.</p> <p>DOK 2 Create movement studies and dances using the choreographic process.</p>
S1C4-105	Identify various choreographic forms (e.g., Narrative, ABA, Suite, Recurring Theme, Abstract, Broken Form, Chance).	<p>Multiple-choice assessment only</p> <p>Limit items to assessing knowledge of these dance forms: narrative, ABA, round/canon, theme and variation, and chance.</p> <ul style="list-style-type: none"> • Which is an example of choreographic form? • What is choreographic form? • Define the choreographic dance forms. 	<p>DOK 1 Define choreographic form.</p> <p>Define ABA, round/canon, theme and variation, and chance choreographic forms.</p> <p>Identify ABA, round/canon, theme and variation, and chance choreographic forms.</p>
S1C4-106	Identify the choreographic principles used in dance (e.g., contrast, unity, balance).	<p>Multiple-choice assessment only</p> <p>Limit items to assessing knowledge of these choreographic principles: contrast, unison, symmetry and balance. (Note: the list of choreographic principles in the standard is not exhaustive. The list of principles in the AZ Dance Standards Glossary includes unison, as well as symmetry and balance.)</p> <ul style="list-style-type: none"> • Define the choreographic principles of contrast, unison, symmetry, and balance. • Identify the choreographic principle being expressed. 	<p>DOK 1 Identify contrast, unison, and symmetry and balance.</p>
S1C4-107	Discuss and identify the ways to document dance (e.g., photography, video, writing, drawing, and computer programs).	Do not test	

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S1C4-108	Use technology as a motivator for improvisation or choreography.	Do not test <i>Justification: Technology available is not equitable and therefore would likely lead to the creation of a biased item. It is also not relevant for a standardized test.</i>	
S1C5-101	Identify and demonstrate concentration and focus in dance.	Performance-based assessment only	DOK 2 Demonstrate concentration and focus when performing.
S1C5-102	Discuss and explore the concept of personal and general space.	This can be performance-based as well as multiple choice. Personal space is also referred to as self space. <ul style="list-style-type: none"> • What is the opposite of general space? • What is general space? • What is self space? • Which movement would a dancer use to move in general space? Which movement would a dancer use to move in self space? 	DOK 1 Define personal/self space and general space. Identify personal/self space and general space. DOK 2 Compare and contrast self/personal space and general space.
S1C5-103	Identify and perform dance with performance qualities of focus, performance energy and facial expression.	This can be performance-based as well as multiple choice. <ul style="list-style-type: none"> • Define the performance qualities. • Identify the performance qualities. 	DOK 1 Identify the performance qualities of focus, performance energy, and facial expression. DOK2 Demonstrate the performance qualities of focus, performance energy, and facial expression.
S1C6-101	Define production terminology and appropriate performance etiquette.	Multiple-choice assessment only Limit items to assessing the following production terminology and performance etiquette: Stage directions (upstage, downstage, stage right, and stage	DOK 1 Identify production terminology. Define appropriate performance etiquette.

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		<p>left): identify the directions on a stage.</p> <p>Production personnel/roles (stage manager, artistic director, lighting designer, and soundboard operator)</p> <p>Parts of stage (house, lobby, legs, wings, and apron)</p> <p>Rehearsals (dress rehearsal)</p> <p>Performance etiquette (stay in character, cover mistakes, be on time, be quiet backstage, be quiet during entrances and exits)</p>	<p>DOK 2</p> <p>Utilize production terminology.</p> <p>Apply appropriate performance etiquette.</p>
S1C6-102	Identify marketing tools and sequence for a dance production.	<p>Do not test</p> <p><i>Justification: marketing tools available are not equitable and therefore would likely lead to the creation of a biased item.</i></p>	
S1C6-103	Identify the ways that technology can be used in production.	<p>Multiple-choice assessment only</p> <p>Limit items to assessing knowledge of technology being used to enhance the theme or meaning of a dance through lighting, projection, video, and sound.</p> <ul style="list-style-type: none"> Which of these is an example of a way technology is used to enhance production? 	<p>DOK 1</p> <p>Identify the types of technology that can be used to enhance the production of a piece.</p>
S2C1-101	Identify the origins of various dance forms and the individuals who helped develop them (e.g., ballet, modern, jazz, tap, hip-hop).	<p>This can be performance-based as well as multiple choice.</p> <p>Limit items to assessing knowledge of the following dance forms (their origins and the individuals who developed them):</p> <p>Ballet: origins developed in the Court (court ballet) among aristocrats and King Louis XIV; movements communicated in the French language.</p> <p>Modern: origins began as rebellion against ballet. Pioneers: Isadora Duncan, Denishawn, Doris Humphrey, and Martha Graham.</p>	<p>DOK 1</p> <p>Identify origins of jazz, ballet and modern dance.</p> <p>Identify important individuals who helped develop jazz, ballet, and modern dance.</p> <p>DOK 2</p> <p>Discuss origins of jazz, ballet and modern dance.</p>

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		<p>Jazz: origins influenced by dance traditions of African slaves. Pioneers: Luigi, Jack Cole, Gus Giordano, and Bob Fosse.</p> <p>Do not ask about tap and hip hop</p> <ul style="list-style-type: none"> • What form uses French terminology? • Which dance form was created as a rebellion against ballet? • Which dance form was highly influenced by African slave culture? 	Discuss important individuals who helped develop jazz, ballet, and modern dance.
S2C1-102	Identify and discuss the theoretical and technical differences of the various dance forms.	<p>This can be performance-based as well as multiple choice.</p> <p>Limit items to assessing knowledge of the following dance forms and the listed characteristics:</p> <p>Ballet: lifted, elevated, light, airy, set vocabulary, universal vocabulary, very structured sequence of class, external rotation (turnout), and specific body type.</p> <p>Modern: includes many techniques developed by individuals, grounded, low center of gravity, floor work, inversions, barefoot, spine articulates in all directions, moves through all rotations of the hip, vocabulary ever changing, not a universal vocabulary, and imagery-based.</p> <p>Jazz: isolations, low center of gravity, syncopated rhythms, percussive movement, moves through all rotations of the hip, and accent.</p>	<p>DOK 1 Identify important characteristics of jazz, ballet, and modern dance.</p> <p>DOK 2 Distinguish how jazz, ballet, and modern are different from one another.</p>
S2C1-103	Identify and discuss the ways in which technology is used in dance.	<p>Do not test</p> <p><i>Justification: technology available is not equitable and therefore would likely lead to the creation of a biased item.</i></p>	

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S2C2-101	Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.	Do not test <i>Justification: the standard is too general and broad in scope. It is not possible to ensure that all teachers address all cultures that may be tested.</i>	
S2C2-102	Identify the meaning, purpose and the roles people play in various social/cultural and folk dances.	Multiple-choice assessment only Items should not ask about specific social/cultural/folk dances. <ul style="list-style-type: none"> • What is cultural dance? • How is cultural dance different from artistic dance? • What is the purpose of social dance? (Note: the AZ Dance Standards Glossary says that folk dances are types of social dances, and the standard refers to “social/cultural” dances. The teacher committees, however, thought that combining cultural with folk was more appropriate when it came to definitions.)	DOK 1 Define social dance. Define cultural/folk dance. DOK 2 Distinguish social dance from artistic dance. Distinguish cultural/folk dance from artistic dance.
S2C2-103	Identify current dance styles in society and/or various cultures (see social/cultural dances).	Do not test <i>Justification: the test item would need to constantly be changed in order to meet the standard’s requirements.</i>	
S2C3-101	Use movement to express images, ideas, situations, and feelings from text (e.g., books, poetry, original writing, articles).	Performance-based assessment only	DOK 2 Create movement to express images, ideas, situations, and feelings from text.
S2C3-102	Use words to express images, ideas and feelings that are danced.	Performance-based assessment only	DOK 2 Use words to express images, ideas and feelings that are danced.
S2C4-101	Use movement to express ideas, concepts, feelings and images (e.g., numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.	Performance-based assessment only	DOK 2 Create movement to express ideas, concepts, feelings and images.

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S2C4-102	Respond to movement through a different art medium (e.g., draw a picture, write a poem, sing a song).	Performance-based assessment only	DOK 2 Respond to movement through a different art medium.
S2C4-103	Identify possible career opportunities in dance	Do not test <i>Justification: there is a huge variance in what careers in dance may be covered by the teacher. In addition, it is not relevant for a standardized test as it is not a power standard.</i>	
S2C5-101	Identify and explore (e.g., discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.	Performance-based assessment only	DOK 2 Create movement with a specific tempo and meter.
S2C5-102	Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.	Performance-based assessment only	DOK 2 Create movement to mirror and/or contrast sounds, rhythms, and tempos.
S2C5-103	Explore the technology available for creating sound for dance.	Do not test <i>Justification: technology available to document dance is not equitable and therefore would likely lead to the creation of a biased item.</i>	
S3C1-101	After observing a brief movement study, use dance terminology to identify the movements and/or the elements of dance being used.	Performance-based assessment only	DOK 1 Use dance terminology to identify the movements and/or the elements of dance being used in a brief movement study.
S3C1-102	After observing a dance, identify the production elements being used (e.g., lighting, sound, costumes, props, scenery).	Performance-based assessment only	DOK 2 Identify the production elements being used in an observed dance.
S3C1-103	Discuss how movement can be used to communicate main ideas, themes or feelings.	This can be performance-based as well as multiple choice. Dynamics, group relationship, shapes, gestures, direction,	DOK 2 Analyze and interpret the meaning of various

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		<p>and expression.</p> <ul style="list-style-type: none"> Which dance movement best conveys the idea of _____? Which group of dancers best illustrates the idea of community? Which group of dancers best illustrates the idea of love? Which group of dancers best illustrates the idea of celebration? 	movements.
S3C1-104	Identify the criteria used to evaluate dance performance and technique (e.g., performance values, choreographic principles, elements of movement).	<p>This can be performance-based as well as multiple choice.</p> <p>Limit items to assessing knowledge of the evaluation criteria listed below:</p> <p>Techniques: alignment, strength, flexibility, agility, coordination, balance, and endurance.</p> <p>Performance values: focus, staying in character, facial expression, and commitment to the movement.</p> <p>Choreographic principles: symmetry and balance, unison, and contrast.</p> <p>Elements of Movement: time, space, and energy.</p> <ul style="list-style-type: none"> Which of these is a criterion to evaluate _____? (technique, performance, choreographic principles, and elements of movement) 	<p>DOK 1 Identify the criteria used to evaluate dance performance and technique.</p> <p>DOK 2 Evaluate dance performance and technique.</p>
S3C1-105	Identify your personal reaction to a dance through discussion, writing, movement or art making.	Performance-based assessment only	<p>DOK 2 Describe your personal reaction to a dance through discussion, writing, movement, or art making</p>
S3C1-106	Use technology to identify and discuss technical training and performance aspects in dance.	Performance-based assessment only	<p>DOK 2 Use technology to describe the technical training and performance aspects in dance.</p>

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S3C2-101	Identify and demonstrate appropriate classroom, rehearsal and performance behaviors (e.g., be attentive and respond appropriately to vocal, musical or observed cues, be on time, dress appropriately, work cooperatively, be respectful to self and others).	Do not test <i>Justification: classroom and performance management rely too much on the individuality of the teacher to create an unbiased item that is not too simple.</i>	
S3C2-102	Identify and demonstrate appropriate audience behavior (e.g., watch attentively, remain quiet, appropriate applause).	Do not test <i>Justification: there is too huge of a variance in what is considered appropriate behavior from the audience to create an unbiased item that is not too simple.</i>	
S3C2-103	At regular intervals, record and discuss movement skills acquired, choreography and performances. Maintain records for future use.	Performance-based assessment only	DOK 2 Record and analyze the progression of movement skills acquired and choreography.